

Early Childhood Education Careers II (ECEC II)

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H07
Prerequisite(s):	<i>Early Childhood Education Careers I</i> (C32H06)
Credit:	1
Grade Level:	10
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Early Childhood Education Careers</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ SkillsUSA: http://tnskillsusa.com/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	(050 and 058), (050 and 451), (051 and 058), (051 and 451), (154 and 156), (450 and 058), (450 and 451)
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21st Century Skills

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com> and Family, Career and Community Leaders of America (FCCLA): <http://www.tennesseefccla.org/>

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.3** | Invite an industry representative to discuss safety precautions for the career field.
- **Standards 2.1-2.5** | Complete an integrated project with an industry professional.
- **Standards 3.1-3.3** | Do a project to be used by a local industry.
- **Standards 4.1-4.3** | Informational interview with an assessment specialist.
- **Standards 5.1-5.3** | Integrated project with multiple interactions with industry representatives.
- **Standards 6.1-6.2** | Guest speaker on technology in education.
- **Standard 7.1** | Create a portfolio to be evaluated by industry representatives.

Course Description

Early Childhood Education Careers II (ECEC II) is an intermediate course for students interested in learning more about becoming an early childhood teacher, elementary teacher, nanny, or childcare provider. This course covers the components of curriculum planning, learning, screening and assessing, special populations, and educational technology. Students will observe educators in action, practice specific skills, and add personal work products to a course portfolio. During this

course, students working toward earning a Child Development Associate (CDA) credential should begin recording hours toward the required 480-clock hours needed in working with children. Upon completion of this course, proficient students will be able to pursue more advanced coursework in the ECEC program of study.

Course Standards

1. Safety

- 1.1 Safe and Healthy Learning Environment: Compile and critique procedures for maintaining a **safe and healthy learning environment** for children present in a childcare facility. Cite information for **the Occupational Safety and Health Administration (OSHA)**, including but not limited to CPR, First-Aid, and Bloodborne Pathogens, to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete safety test.
- 1.2 Signs of Abuse: Recognize the **signs of child abuse**, and research the **legal requirements for reporting suspected abuse**. Describe types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures.
- 1.3 Adverse Childhood Experiences: Research and define **adverse childhood experiences (ACEs)**. Summarize state and national goals that address ACEs.

2. Curriculum and Activity Planning Foundations

- 2.1 Developmentally Appropriate Instruction: Identify components of **developmentally appropriate instruction** for children from birth through age eight. Compare and contrast components of **curriculum planning models**, including but not limited to the following:
 - a. Bank Street developmental-interaction approach
 - b. Dodge creative curriculum for preschool
 - c. High/Scope curriculum
 - d. Kamii-DeVries constructivist approach
 - e. Montessori method
 - f. Direct instruction mode
- 2.2 Stages of Developmental Play: Research the characteristics of the **stages of play development**. Draw conclusions about the relationship among **play, child development, and learning**. Recommend developmentally appropriate time, structure, materials, and equipment for play within an early childhood care program.
- 2.3 Comprehensive Curriculum: Defend the need to prepare a comprehensive **curriculum for children** from birth through age eight. Address the **developmental significance** of including the following in a curriculum:
 - a. Music

- b. Art
 - c. Role-play/Pretend Play
 - d. Reading
 - e. Storytelling
 - f. Outdoor excursions
 - g. Games
- 2.4 Curriculum Standards: Investigate relevant **national and state curriculum standards** and explain how they help guide teaching in order to affect learning.
- 2.5 Lesson Planning: Examine **lesson planning in all early childhood learning levels**. Identify the typical components of lesson planning documents and create a lesson plan template that incorporates the following components:
- a. Content-area, Common Core, and 21st Century Skills standards
 - b. Student learning objectives aligned to standards
 - c. Materials and equipment needed
 - d. Instructional activities
 - e. Pacing chart
 - f. Accommodations for special needs students
 - g. Closure/reflection
 - h. Assessment

3. Learning

- 3.1 Social, Cultural, and Economic Factors: Investigate how social, cultural, and economic factors inside and outside of the classroom influence **student learning and student behavior**.
- 3.2 Learning Styles: Compare and contrast a range of learning styles. Analyze **characteristics of each learning style**. Learning styles include:
- a. Visual/Spatial Learners
 - b. Auditory/Verbal/Linguistic Learners
 - c. Analytic Learners
 - d. Kinesthetic or Tactile Learners
 - e. Global Learners
- 3.3 Developmentally Appropriate Learning Materials: Determine how best to evaluate and select **developmentally appropriate books, materials, toys, and technology resources** by age. Analyze the following criteria:
- a. Age and developmental level
 - b. Safety
 - c. Visual and tactile appeal
 - d. Promotion of learning through play, exploration, or interaction
 - e. Adaptability for differently abled children
 - f. Durability

- g. Non-stereotyped representation of groups from different cultures or ethnic backgrounds

4. Screening and Assessment

- 4.1 Types of Assessment: Differentiate between child screening, assessment, and evaluation. Collect firsthand data through interviews with local childcare providers to identify the most **common assessment processes**. Describe the purpose and procedures associated with common types of assessments, including:
 - a. Continuous
 - b. Developmental
 - c. Diagnostic
 - d. Family
 - e. Multidisciplinary
 - f. Play-based
 - g. Readiness
- 4.2 Screening: Explain the **role of the provider in screening infants and children**. Outline developmental milestones used for screening and reference. Create a checklist of activities that a provider can use with children from birth to age eight to screen for achievement of significant developmental milestones.
- 4.3 Assessment Tools: List and define current **assessment tools used to evaluate children's development**. Compare and contrast the instruments currently available to assess what children know, understand, and are able to do within the physical, social, emotional, and cognitive development domains (e.g., Ages and Stages Questionnaire, Checklist for Autism in Toddlers, etc.).

5. Special Populations

- 5.1 IDEA: Research the **Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973** and **Americans with Disabilities Act (ADA)**. Summarize the broad categories that IDEA identifies as disabilities and describe general eligibility requirements. Analyze the impact of this legislation on the education of students with special needs.
- 5.2 ARD and IEPs: Investigate the roles of parents, teachers, and administrators at an **Admission, Review and Dismissal (ARD) meeting** and visually represent the ARD process. Examine examples of authentic **individualized education programs (IEPs)** designed to address the needs of children with disabilities. Analyze how the required adaptations and accommodations vary from standard developmentally appropriate practices.
- 5.3 Special Populations: Define **special populations** and describe the **characteristics of special needs children** and recommended accommodations for the following:
 - a. Intellectual and developmental disabilities

- b. Emotional or behavioral disorders
- c. Communications disorders, deafness, and hearing loss
- d. Blindness and low vision
- e. Physical disabilities
- f. Gifted and talented designation

Write recommendations for working with parents when a developmental delay is suspected.

6. Educational Technology

- 6.1 Technology and Learning Processes: Develop a logical argument to support how **technology can enhance or inhibit the development and learning processes** of children from birth to age eight. Illustrate developmentally appropriate technology through the ages and stages.
- 6.2 Internet Safety: Research the **Children's Internet Protection Act (CIPA)** from the Federal Communication Commission (FCC) and other informational texts on **internet** safety for students. Create **acceptable-use policies** for students that are appropriate at different developmental milestones.

7. Final Project

- 7.1 Portfolio: Create a portfolio synthesizing concepts learned in ECEC I and ECEC II. Perform **guided observations** at the preschool and elementary levels to identify **characteristics of an effective classroom and teacher**. Reflect on the observation experience. Revise written career goals and the personal teaching philosophy (developed in ECEC I). Connect observations from the final project to concepts learned in this course.

The following artifacts will reside in the student's portfolio:

- Revised career pathway plan and timeline for achieving academic and career goals
- Revised personal teaching philosophy
- Reflection essay based on observations from the final project

Standards Alignment Notes

*References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.